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ABSTRACT

Presented are guidelines for the development of programs to serve emotionally disturbed students in Indiana. The official guidelines define the educationally handicapped and give organizational information. Stressed is the importance of understanding the disturbed child's behavior for effective teaching. Offered to help in the identification of emotionally disturbed children are a check list, a sentence completion form, multiple choice sentence completions, self-concept scales, and guides to systematic observation and recording of behavior. Discussed is the basic concept of emotional disturbance and the role of the crisis teacher with disturbed children. Recommended for the physical environment is a structured situation with minimal distraction. Suggestions are offered for beginning the day such as writing on the blackboard or working on scrapbooks. Seven curriculum types are compared in chart form in terms of goals, teacher's role, classroom orientation, structure, and available data. A resource guide lists approximately 30 sources of information, three state sources of information, five sources from which materials may be borrowed, and 10 general state resources. A bibliography lists approximately 75 readings on emotional disturbance. (DB)

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AN APPROACH TO PROGRAM DEVELOPMENT

Emotionally Disturbed

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West Central Joint Services For Handicapped
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State Guidelines

Rule S-1 of the Rules and Regulations of the Commission on General Education defines emotionally disturbed children as children who exhibit social and/or emotional problems. The new guidelines labels these children as educationally handicapped. This definition expands the type and number of children to be served. This handbook was written specifically for the emotionally disturbed. Those teachers who are seeking information concerning methods and materials for children with a specific learning disability will find some references in the selected bibliography found at the end of this handbook.

GUIDELINES FOR COMPREHENSIVE SPECIAL EDUCATION

Plans as required by Chapter 396, Acts of 1969

K. **The Educationally Handicapped**
An educationally handicapped child is one who has average or better intellectual potential, but who has a serious learning problem attributable to a behavioral disorder, a specific learning disability, or a combination of the two that yields a significant discrepancy between the child's ability and his actual academic achievement, and/or social adjustment.

1. **Population Base** – A total school population base of approximately 15,000 may be needed in order to serve this category effectively.

2. **Joint School Services and Supply Program** – If a school corporation is unable to provide an adequate program, it must plan to join with another school corporation in a cooperative program.

3. **Grouping Arrangement**
   a. **Special Classes** – Special class arrangement of no fewer than four groupings (similar to those below) will usually need to be made for seriously educationally handicapped children.

1. Primary	(ages 6- 9)
2. Intermediate	(ages 9-11)
3. Junior High	(ages 12-14)
4. Senior High	(ages 14-up)

   b. **Itinerant (or) Resource Teachers** – Less seriously educationally handicapped children will require the supportive services of an itinerant or resource teacher.

4. **Program Alternates and Class Size**
   a. **Teacher Consultant** – This person would work directly with teachers primarily for initial identification, referral, and work with mild or developing problems as a preventative measure. **An upper limit caseload of 40 regular classrooms is recommended.**

   b. **Itinerant (or) Resource Teachers** – The itinerant or resource teacher will work directly with pupils, parents, and community resources. **The caseload of the itinerant or resource teacher may vary depending upon the type of service and degrees of disability of the children involved.**

   c. **Part-Time Special Class** – Children in the part-time special class should be scheduled into the regular program as they are able to profit from it. **Class size should be from a minimum of 4 to a maximum of 15 per class session** depending upon the condition of the disability.

   d. **Full-Time Special Class** – Children exhibiting the most severe educational handicaps in the full time special class should be returned to regular classes as soon as possible based on yearly or more frequent evaluations of their status. Class size should be from a minimum of 4 to a maximum of 15 depending upon the disability.

5. **Para-Professionals** – The use of classroom paraprofessionals is recommended as per Rules and Regulations of the Commission on General Education (in preparation).

6. **Secondary School Program**
   a. Secondary programs may use resource rooms from which the student is integrated into the regular class program according to individual tolerance level.

   b. Mildly educationally handicapped children may be served adequately with the services of a social worker or guidance counselor.

   c. Remedial or modified class work for most educationally handicapped children within the senior high school will be necessary.

   d. Prevocational and vocational training and work-study programs are necessary for many educationally handicapped children.

This handbook for teachers of children who are labeled educationally handicapped/emotionally disburbed was developed to serve as a practical help in meeting the needs of teachers new in the field.

To this end, it should be made clear that a psycho-educa-

tional program for emotionally handicapped children must:

1. Provide an adequate diagnostic study and placement.
2. Provide satisfying educational, emotional, and social experiences.
3. Give the child new strengths and abilities which will enable him to meet new problems without regressing to old patterns of behavior.
4. Help emotionally disturbed children make a successful return to the regular classroom as soon as these abilities and strengths are obtained.

Introduction

It may well be easier to recognize psychological disturbances in adults than in children. Their disturbances may be more easily discernible because of the social structure which puts more restrictions on adult behavior than on the behavior of the children. Disorganizations of personality as m.r. temper, shyness thus remain and can be subtly disguised and undetected in the normal course of a child's life. The observer of the child must become aware of behavior which falls into the category of normalcy but which is actually symptomatic of maladjustment.

Teachers are in a unique position to observe behavior (both normal and not normal) because most children spend a large portion of their time attending school. In viewing the behavior of the child, many (not all) teachers are armed with an objectivity that the average parent can not be expected to maintain. The teacher must be concerned with recognizing the facets of a classroom situation that would elicit a strong emotional response. The teacher must also be alert to the emotionally disturbed child who enters her classroom in the throes of a "physic storm." The teacher must provide the therapeutic milieu which will both inhibit the invitation of an inappropriate emotional response and which will help to alleviate the present trauma of the child. The teacher must also strive to create learning experiences which will cause the child to gain self-confidence and effective learning skills.

Education is an essential and vital element in the life and growth of every child. Primary to the psychological well-being of each child is the ability to successfully interact within the classroom situation. By "successfully interact," is meant the skills necessary to enable him to function as a member of the group in the classroom, to profit from academic instruction and to use effectively modern instructional materials. Education cannot be construed as just teaching children how to read, write, and do arithmetic.

It seems certain that an understanding of the emotionally maladjusted child's behavior in relationship to classroom routine would help to bring about a change. What effect does society have upon the child's behavior by imposing certain standards upon such an individual? What are the psychological problems of the emotionally maladjusted to performance in a regular classroom situation? These questions must be answered within the framework of the child's illness, the teacher's abilities, and the restrictions of the physical environment.

The emotionally maladjusted child comes to school with a multitude of unmet needs and a bearth of good experience upon which the teacher can build appropriate responses. In a regular class or a special class he reacts to the school situation with hostility, suspicion, reluctance, and frustration. School is a problem for this child and this child is a problem for the school. His cumulative record labels him as "insolent," "antisocial," "incorrigible," "unmanageable," "indifferent," "lazy" and "shy." So regardless of the label or his behavior, one thing is clearly evident, he is an unhappy child. He may be driven by undesirable impulses which he expresses overtly and covertly. By such behavior he may endanger the environment or cause injury to himself. This means his needs are unsatisfied and increases the possibility of more inappropriate behavior.

It is not an easy task for the teacher to instruct or "keep" this child in the classroom. This is a most difficult problem for a teacher in a regular classroom with an emotionally disturbed child among a group of thirty or more children. There are common practices and procedures which can help the teacher in this situation.

A good working teacher-pupil relationship must be established. A child has to learn to accept the teacher and the school situation. The teacher, in turn, must accept the child with all the manifestations of his difficulties. When does this therapy begin? The acceptance begins the moment the child enters the classroom. The first contact with the child lays the foundation for all future relations and may make the difference between a teaching failure and a teaching success.

The teacher should note and try to understand the child's behavior in the first few days or orientation. This is also the period of time in which the child tests the limits of acceptability and the limits of the teacher's patience. One writer has stated:

> School cannot be "crammed" down the child's throat. The active relationship between the pupil and the teacher and among the pupil and his peers are more important than the acquisition of the academic tools of learning.

The first rung on the ladder of academic learning is climbed when the child accepts the teacher and the teacher accepts the child.

The school has the responsibility the practical means of encouraging this acceptance. The school must relax some of its formal restrictions to help alleviate some of the anxiety

the child associates with school. A friendly atmosphere of a good living place which permits individuality and self-expression provides a therapeutic school situation.

The teacher must provide realistic short term educational goals and special training methods which are geared to the individual. The classroom for the emotionally disturbed is not concerned only with the individual, but with the group interaction as well. The teacher must provide the maladjusted child with adequate working experiences throughout the day.

The program should be elastic enough to ensure that each child is reached on his level of development. Many diverse activities must be present in the classroom so the disturbed child can work on his own project, whether academic or nonacademic, at designated times or times agreed to by the teacher and the child.

The child must be able to express his emotions without censure or within certain limits and work to be able to control them within the framework of what society imposes upon him as socially acceptable.

Emotionally disorganized children have been found to have unrealistic levels of aspirations. Their aspirations are too high or too low. They seem unable to change their aspirations in the light of their performance. The teacher must work to bring aspiration and reality closer together.

The teacher must accept the behavior of each child from his first moment in class regardless of how unacceptable that behavior may be in the light of traditional standards of classrooms. Many emotionally maladjusted children greet the new teacher with great hostility and suspicion, and rightly so for his perception of adults is thus. He will attempt at every opportunity to test the limits of the teacher's patience, professional knowledge, and ability to interact with another human being. The goal of this behavior varies. He may be testing reality, fulfilling a need for attention, or acting-out in order to gain the approval of his peers, which he needs for ego strength in order to tolerate the classroom. The teacher in an attempt to intervene the emotionally maladjusted child's concept of himself shows an emotional climate of returning acceptance for rejection. The teacher must act to the situation not react to it. Much more could be written but space permits only these few comments.

Characteristics

The following items comprise a checklist that can be used by the school administration as a screening device to identify emotionally disturbed children and youth. The teacher of the class for emotionally disturbed children may use the checklist as a basic informational tool upon which the psycho-educational program may be constructed. The checklist is based upon the assumption that these children differ from normal children in the number and nature of their adjustment problems. The normal child, in general, makes satisfactory adjustment to conflict situations that develop in his interpersonal relationships in the home, school, and/or peer-group setting. The child under stress fails to resolve many of these same conflicts.

The presence of the adjustment problems is revealed by deviations in the child's regular pattern of behavior. Even with normal children such deviations occur, though they are not chronic in nature or in intensity since the conflict is eventually resolved or at least compromised. This checklist was provided by the office of the State Superintendent of Public Instruction, Division of Special Education.

Emotionally Disturbed

		YES	ON
1.	Does the child become easily upset?	___	___
2.	Is the child hyper-active, impulsive, or easily distracted?	___	___
3.	Is the child often irritable?	___	___
4.	Does he daydream excessively?	___	___
5.	Does the child appear to be sad most of the time?	___	___
6.	Does the child lack self confidence?	___	___
7.	Does he withdraw from social contact with adults and peers?	___	___
8.	Does the child have a speech problem such as stammering, stuttering, etc.?	___	___
9.	Does the child develop a "tic," eye blinks or facial and body movements when confronted with a difficult situation?	___	___
10.	Is the child frequently absent?	___	___
11.	Does the child often complain of being sick or nauseous?	___	___
12.	Does the child annoy others frequently?	___	___
13.	Is he often uncooperative?	___	___
14.	Does the child often lie, cover up, or blame others?	___	___
15.	Does he steal from peers or adults?	___	___
16.	Does he excessively seek help and reassurance?	___	___
17.	Is he overly submissive to peers, adults or authority?	___	___
18.	Is he defiant of authority?	___	___

19. Does he behave in a bizarre manner? ___ ___
20. Does he threaten others verbally or physically? ___ ___
21. Does he prefer to play with younger children? ___ ___
22. Does he often get himself into situations which may hurt or frighten him? ___ ___
23. Does he not want to share? ___ ___
24. Does the child often cry? ___ ___
25. Is the child irresponsible? ___ ___
26. Is the child undependable? ___ ___
27. Does the child appear anxious and tense when confronted with school work? ___ ___
28. Does the child seem unable to concentrate? ___ ___
29. Is he easily frustrated or confused? ___ ___
30. Does he lack interest? ___ ___
31. Is the child often a scapegoat? ___ ___
32. Is the child overly affectionate? ___ ___
33. Is the child overly generous? ___ ___
34. Does the child resist competition? ___ ___

The most important criteria for identifying emotionally disturbed children are the number, type, and frequency of behavior deviations. Research has not provided an answer concerning the number of deviations, etc., necessary to label a child emotionally disturbed. As a rule of thumb a referral for psychological diagnosis should have been made when the behavioral deviations of a particular child can be related to one of the above three criteria and diagnosis should be mandatory for children who manifest three or even two of these criteria.

A word of caution concerning the reading of cumulative folders and referral forms is in order. Persons often identify one causative factor underlying a child's behavior accurately, but they accept this factor as the total causation of the behavior. Persons often reason by analogy from their own experiences when, in truth, the factors influencing the child's experiences are quite different from those which influenced the teacher's experiences. Persons tend to accept second-level inferences as true data. That is, knowing something was true, they inferred that something else was true, which, in fact, could be true only if a second, but unknown, fact was true. Persons generalize and characterize a child on the basis of a single instance of his behavior, particularly if the episode has caused them to feel unhappy or uncomfortable. The teacher of the emotionally disturbed child must be doubly cautious about falling to these traps.

Educators realize that when the student arrives at school he already has certain personality characteristics that will affect his behavior in the classroom and his motivation to participate in learning activities. He brings to the classroom feelings about academic achievement, a concept of himself, concerns, and competencies. If the schools are to help children maximize their abilities, it is the belief of the writer that teachers must know the students. There are various tools the teacher can administer to gather knowledge about the emotionally disturbed child, so an effective curriculum can be planned.

Open ended sentences have provided rich and meaningful information about children.[1] A sample of an example of such a diagnostic tool follows.[2]

Date _____

Your Number _____

Class _____

SENTENCE COMPLETION FORM

On the lines below are some sentences that are started but are not finished. Complete each sentence to **tell how you really feel**. Let's try an example. Suppose the sentence reads this way:

A. Today I want to _____

_____

To complete this sentence you might write "play ball," "get a good grade," "finish my homework early so I can go to a show," depending on what you really want. Here's a harder one:

B. Compared with most years, this one _____

_____

To finish this sentence you might write "didn't have as much rain," "was about the same as most years," "was more interesting for me," or many other things to tell how you feel this year was like or different from most years.

Now start with the first sentence below, telling how you really feel. Do every one. Be sure to make a whole sentence. **There are no right or wrong answers.** Each person will end up with a different sentence. Hand in your paper as soon as you have finished.

1. Compared with most families, mine _____

_____

2. I am best when _____

3. My schoolwork _____

4. Someday I _____

_____

5. Studying is _____

6. Many times I think I am _____

7. I learn best when _____

8. If someone makes fun of me, I _____

9. Mothers should learn that _____

Depending on how the child answers the questions, each question could reveal specific concerns, competencies, and goals of the child. The teacher may find out that the learner is concerned about his family, about his teacher, about the way he relates to others, about the total learning process, etc. The teacher may also find out how competent the child feels he is in inter-personal relation, in academic work, in his role as sibling, son or daughter, etc. The child's goals can also be recognized with the help of this diagnostic tool.

An example of a multiple-choice sentence completion diagnostic tool which would accomplish the same for the teacher follows.[3] It would be interesting, in the opinion of the writer, to administer both tools and see if they correlate with one another. If this is to be done the tools must be administered on the same day and at approximately the same time, if possible.

Date _____

Your Number _____

Class _____

MULTIPLE-CHOICE SENTENCE COMPLETIONS*

On this form are some sentences that are started but not finished. **Below each sentence that has been started are some different ways that it might be finished.** You are to put an X in front of the one that makes the sentence most true for you. **There are no right or wrong answers.** The way you feel about things is what counts.

Let's try an example. Suppose the sentence reads this way:

Today I want to
___ play ball
___ get a good grade
_X_ go to a movie

Suppose that what you want most today, of the three choices listed, is to go to a movie. To show that this is your choice, you would put an X on the line in front of the words **go to a movie**, as has been done in the example.

Are there any questions?

Start with the first sentence below and put an X in front of the **one** ending that makes the sentence most nearly true for you. Do every one. There are no right or wrong answers. This is not a test. What is right for you would not necessarily be right for somebody else. Hand in your paper as soon as you have finished. Remember, complete each sentence with only one X, that is, put an X only in front of the one ending that comes closest to the way you really feel.

1. My schoolwork
   ____ is a lot of fun
   ____ is sometimes fun
   ____ isn't much fun
   ____ is not fun at all
2. Learning from books is
   ____ very interesting
   ____ interesting sometimes
   ____ sometimes dull
   ____ very dull and boring
3. Studying is
   ____ a lot of fun
   ____ sometimes fun
   ____ not much fun
   ____ not fun at all
4. The best thing about this class is
   ____ the kids in it
   ____ the things we learn
   ____ recess
   ____ the teacher
   ____ the fun we have in class
5. My schoolwork is
   ____ very hard
   ____ sort of hard
   ____ sort of easy
   ____ very easy for me
6. I learn best when
   ____ I work by myself
   ____ I work with a friend
   ____ I work with a group
7. If only teachers
   ____ would make us work harder
   ____ wouldn't make us work so hard
8. In class, working with others is
   ____ the best way for me to learn
   ____ sometimes good, sometimes not
   ____ not as good as working alone
   ____ a waste of time for me
9. My schoolwork is
   ____ very interesting
   ____ interesting sometimes
   ____ sometimes dull
   ____ very dull and boring
10. Learning from books is
    ____ a good way to learn
    ____ good, but I can learn more in other ways
    ____ not a very good way to learn
    ____ not at all a good way to learn
11. Studying is
    ____ very dull and boring
    ____ sometimes dull
    ____ interesting sometimes
    ____ very interesting
12. The worst thing about this class is
    ____ the kids in it
    ____ the things we have to study
    ____ the teacher
    ____ that we almost never have fun
    ____ that we have to stay in school too long

*This is only a sample

The writer feels, teachers must concern themselves with their pupils' self-concept. The student with a low self-esteem in a particular area is likely to consider himself a failure in that area. Pupils whose school self-esteem is low, or for whom self-esteem is unrelated to school achievement, are on the road to becoming dropouts unless corrective action is taken. There are several diagnostic tools available to evaluate a students self-concept. The following diagnostic tools are the ones the writer believes to be most meaningful.

Date _____

Your Number _____

Class _____

SELF-CONCEPT SCALE

Each of us needs to know more about what we are like. This form is to help you describe yourself and to describe how you would like to be. There are no right or wrong answers; each person may have different ideas. Answer these according to your feelings. It is important for you to give your own honest answers.

Think carefully and check the answer that tells if you are like the word says "nearly always," "about half the time," or "just now and then." In the second column check the answer if you would like to be like the word says "nearly always," "about half the time," or "just now and then."

nearly always	about half the time	just now and then

The writer feels that the accuracy of the student's responses depends on how the educator administers the diagnostic tool. The teacher must not threaten the learner. The teacher must make it clear that a student's grade does not depend on how he answers the questions so the teacher can help him, it is for his benefit. The teacher must establish rapport with the students before these tools are administered. The writer feels the teacher must be receptive to what the child is trying to say. *The educator must not be threatened either.* The educator must not go through the student's responses and pick out just the positive comments, he must also be able to accept the negative ones. It is probably the negative remarks that will give the teacher cues regarding what changes need to be made in the learning situation, in order that the learner can better benefit from the educational encounter. Through observation and genuine dialogue, the writer believes, teachers can gain knowledge about each child. Teachers must observe the child's gestures, subtle behaviors, bizarre behaviors, and verbal exclamations. Much goes on between two people that is not verbal, the teacher must train herself to be sensitive to the meaning of this nonverbal communication. Knowledge of the learner most generally must depend on the teacher's ability to observe and interpret behavior, because the emotionally disturbed child cannot communicate, even to his parents, his sense of hopelessness, frustrations, and confusion. Observation is, in the writer's opinion, the most subjective of all the measures of knowledge about students, so the wise teacher will not only observe behavior, but she will also strive to develop dialogue, and make use of the diagnostic tools mentioned above. The capacity to become aware of the feelings and needs of children is acquired slowly—through day-by-day experiences.

What does the child hear when he is called on? What is the child feeling? What is the child thinking? Does the teacher understand the meaning of the child's answer or see it merely as right or wrong? Since teaching is by definition a matter of human interaction and inter-personal communication, the writer feels, an understanding and a sensitivity of human behavior has an undeniable potential for improving instruction. Studies have long implied that the most important factor in determining the effectiveness of the educational encounter is the teacher's understanding of the nature of human behavior. The way a teacher interacts with the emotionally disturbed child affects the amount the student learns, his feelings about learning, and his feeling about himself. For this child each increment of learning, each integravtive experience with a sensitive person, enhances the child's view of himself as a more effective person.

Allan Fromme says, "We cannot legislate sensitivity and intimacy into existence." Curriculum can be defined and it is possible to sit around and theorize about motivation, but people cannot promote perception by command. Educators must learn to pick up cues that they ordinarly let go by, unobserved, unidentified. Educators must learn to listen to their own body and the distressed child's body in order to get both internal and external communication.

Sensitivity as a teacher attribute is important to the success of the emotionally disturbed child. The teacher who denies the importance of sensitivity will, in the opinion of the writer, fail to provide the learner with an effective educational encounter that is so vital to his development as an adequately functioning member of society. Systematic observation and recording of behavior is now essential.

SYSTEMATIC OBSERVATION AND RECORDING OF BEHAVIOR

When a child enters the class for the emotionally disturbed, he demonstrates many behavior patterns which are detrimental to successful school achievement. The teacher of this class has the responsibility to train the child in areas where he particulary needs a change to more acceptable behavior and in educational skills in which the child is functioning below his potential.

Therefore, necessary additions to the teaching process are: (1) demonstrate that there has been a change in behavior or skill, (2) know when a change has occurred, and (3) know how quickly the change has been made.

Information about change in a child's academic performance is readily available as teachers have long used testing materials to gather this data. However, teachers of the emotionally disturbed have a responsibility to modify and assess behavior as well as tutor in academic areas. If they do not, there is by definition no such class.

The teacher of these children must keep behavioral records which effectively reflect behavior and its changes. Following are the steps which must be taken in order to make good recordings:

1. The behaviors must be carefully defined.
2. Behavior must be recorded consistently. A schedule for recording should be prepared and posted for easy access.

A child's behavior must be defined so accurately that the teacher is able to choose which behavioral responses to increase and which to decrease. In other words, a child's behavior should be described so specifically that one is able to teach from the definition.

Example:

Diagnostic statement: "Mike is withdrawn; he is shy."

This is a poor diagnostic statement for use. What does withdraw mean? Does shy and withdrawn mean the same thing? Is there a causal relationship between shy and withdrawn? How can one record shyness and demonstrate a change? A better diagnostic statement might be as follows:

1. He doesn't initiate conversations with peers.

2. He blushes and puts his head down on his desk when the teacher asks him a question.
3. He doesn't initiate play.
4. He will remain in the classroom when the children go outside to recess unless urged and accompanied by the teacher.

Mary Katherine has also been diagnosed as shy but exhibits the following behaviors.

1. She doesn't leave desk.
2. She stutters when talking with peers but not with adults.
3. She cries when urged to go outside for recess.
4. She demonstrates infrequent eye contact with teacher during class activities.
5. She doesn't ask the teacher questions but will sit, doing nothing because she has a question about the work.

The teacher may choose to teach Mike to increase behavioral responses numbers 1 and 3 and decrease behavior number 4. He may or may not feel it necessary to work on 3. He may choose to teach Mary Katherine to increase behavioral responses number 4 and 5 and choose to decrease responses numbers 1 and 3. The others may be left without specific treatment.

Frequently, when one modifies some type of behavior, another behavior closely related to it may change spontaneously.

About another child the diagnostic statement might be: "Billy is a very aggressive child." A better working diagnostic statement which could be made is:

Billy demonstrates the following behaviors:

1. Aggressive behavior against people.
   a. He chokes children who receive praise.
   b. He slugs peers.
2. Aggressive behavior against objects.
   a. He knocks books, papers, other objects off desks.
   b. He throws chairs.
   c. He draws pictures of weapons (exclusively).
   d. He collects guns.

The teacher may wish to break down the behavior into other categories. He may wish to describe and categorize the appropriate behavior of the child.

RECORDING METHODS

There are a variety of recording methods which are efficient as well as practical for use in the classroom.

I. Before and after recordings

Many times the teacher is interested in gross changes in a child's behavior and does not plan to use behavioral data to adjust teaching procedures. In this case, before and after data will be sufficient.

A word of caution: It is best to record before data when the child first enters the class (unless the change of class has falsely subdued him. In this case, one may need to wait several days.) The before data should precede the ultimate training procedures. The before stands for before the teacher has really started teaching the child.

Example: Mark exhibits the following behavior:

1. Verbal behavior –
   a. He frequently does not answer when peers talk to him.
   b. He does answer the teacher's questions.
   c. He does not initiate conversation with peers or with teacher.

RECORDING FORM

Behavior: (1) answering peers (2) initiating conversation

When recorded: All day _____

	Morning	Afternoon
Answer:	1	0
Initiating:	0	0

A better form might be exemplified below:

RECORDING FORM

Behavior: (1) answering peers (2) initiating speech

When recorded: Each 30 minute period in the morning.

		Asked	Answered	Initiated
Concept time	9:00-9:30	IIII	0	0
Arithmetic	9:30-10:00	II	0	0
Spelling	10:00-10:30	III	0	0
Recess	10:30-11:00	IIII	1	0
Language		III	0	0

This form is better because (1) the teacher can correlate behavior with specific activities, (2) percentage of behavior can be computed and (3) one can program and teach from this data. The recording data indicates whether the teacher is over-programming or under-programming or using the wrong approach to the problem.

Whichever form is used, data should be collected for five to ten days before and after. In this case, the teacher would have collected data October 1, 2, 3, 4, 5 and later, March 10, 11, 12, 13 and 14.

SUMMARY REPORT

Mark???

Before (October 1-5)	After (March 10-14)
1. Verbal behavior with peers	a. Answered average 17 times per day
a. Answered 6 times in 5 days	b. Initiated average 6 times per day
b. Initiated 0 times in 5 days	

The summary report might take the form of reporting percentages of opportunities.

II. Periodic recordings

If the data shows good progress, teaching procedures will probably be left alone, but if the data shows no progress, the teacher will probably try something else in his teaching approach. Or, he may wish to change the environment, the materials or the instructional techniques.

Options for scheduling periodic checks are multiple: (1) if a complete day sample is wanted, twice or three times a week or even one regular day a week collected over a long enough period, will be sufficient; (2) if a sample of behavior as related to a specific classroom activity is wanted, record the behavior at regular intervals during the activity.

A word of caution:

Behavior should be recorded during the same activity or at the same time during each class in which records are taken. For example: If a record is begun the first ten minutes of arithmetic class, records should be taken at that time during each class time. Don't change subjects for recording time.

III. Continuous recordings

Often, the teacher will want to have daily records on some behavior because the information will affect the preparation of the child's on-going program. To do this one may wish to use a frequency recording procedure.

In frequency recording, the teacher records each time the child does the behavior in question. Thus the teacher has a record of how often he performs the behavior per day, per hour, per session or per class. The frequency must initiate just the number of times a child does something, such as how many times a child speaks. It might also record the duration of each performance.

Basic Concept

The Emotionally Disturbed

Society in general and school personnel in particular often give lipservice to the needs of the emotionally disturbed student. The school, the home, the community are all concerned with this acute problem. There are times when each of above expect the other to act to remediate this acute problem. No one person or institution can solve the multiple difficulties which emanate from the disturbed personality. If the school is to become one of the agencies for change then it must necessarily embrace certain basic concepts as fundamental to the overall course of action. The following are suggestive of the nature of the concepts involved:

1. The school as a system must be willing to undergo various "social changes."

This may mean changes in attitudes, ideas and opinions on the part of teachers, administrators, custodians, bus drivers, etc. It may involve all the ramifications of creating a "favorable milieu" within the school where the classroom or services for the emotionally disturbed children are maintained.

2. The concept that discipline is an aspect of mental health rather than a tool for maintenance of order must be accepted and practiced.
3. Behavior must be seen dynamically as that which is CAUSED.
4. The concept that one must be concerned with not just behavior but with the meaning the behavior has for the child who is exhibiting it must be accepted and practiced.
5. The school must accept the concept that much of what needs to be done needs to be done **now**. An anxious, unhappy, hostile child who lacks success will continue to perpetrate his faculty functioning and unhappiness. If the disturbed child can be helped immediately in even one way toward his adjustment that will help lend support to further gradual development in the process of desirable personality changes.

THE DEGREE OF EMOTIONAL HANDICAP

Emotional handicaps may be displayed in transient, temporary, persuasive or intensive types of behavior. To complete the definition, it would be necessary to establish a continuum in which the degree of handicap can be perceived and perhaps estimated, especially as it relates to possible action by the school. One could begin such a continuum with (1) children who experience and demonstrate the normal problems of everyday living, growing exploration and reality testing. There are some, however, who can be observed as (2) children who develop a greater number and degree of symptoms of emotional problems as a result of normal crises or stressful experiences such as death of father, birth of sibling, divorce of parents, brain or body injury, school entrance, junior high school entrance, puberty, etc. Some children move beyond this level of adjustment and may be described as (3) children in whom moderate symptoms of emotional maladjustment persist to some extent beyond normal expectations but who are able to manage an adequate school adjustment. The next group would include (4) children with fixed and recurring symptoms of emotional difficulties who can, with help, profit by school attendance and maintain some positive relationships in the school setting. Beyond this are (5) children with fixed and recurring symptoms of emotional difficulties who are perhaps best educated in a residential school setting or temporarily in a home setting.

PROGRAM DESIGNS

There are several possible programs being used for the emotionally disturbed in the public school setting. These

designs might be classified as (1) the protective classroom (as used in Richmond, Virginia), (2) the crisis teacher program (as used in Hammond, Indiana), (3) special classes for the emotionally disturbed (as used in Fort Wayne, Indiana), and (4) special school unit for the emotionally disturbed (as used in Gary, Indiana).

THE PROTECTIVE CLASSROOM

Some disturbed children react unfavorably to removal from the regular classroom to the special classroom, though at times it is the most effective program. Richmond schools have found it helpful to have "protective classes" which are not labeled "special" but which operate with a small number of children and a talented teacher. Several emotionally disturbed children may be placed in the "protective classroom" where they receive understanding, care, and instruction suited to their particular disorder.

A note of caution. The children placed in this classroom should be those who have been diagnosed as mildly emotionally disturbed. The design is in essence more for the prevention of more emotional distress or a condition that is thought to be transient than for the "treatment" of the more seriously disturbed child.

THE CRISIS TEACHER PROGRAM

A plan particularly useful in an elementary school is the program designed by Dr. William Morse of the University of Michigan popularly known as the Crisis Teacher Program. The disturbed child is removed or removes himself from the regular classroom only at the time when he can no longer function in the normal classroom situation. While tension is at a high level, the child is moved to the crisis teacher who works through either academic or emotional problems or both using whatever techniques happen to be that crisis teacher's expertise. Some may use a game approach, others use a type of art therapy, while others may use a one-to-one counseling session. The session may last a given period of time and be scheduled daily or the entire period and schedule may be openended. When the pupil has recovered and perhaps been given some academic support, he returns to his regular classroom.

This type of program provides the potential for serving a large number of children—perhaps 40 to 60 rather than the 6 to 8 which may be served by one special class for the emotionally disturbed. The child may be served by the crisis teacher for one week or for the entire year depending upon the ability of the child to handle himself in the regular classroom.

The crisis teacher serves as consultant to, and liaison with, the regular classroom teacher. It is usually best to have these two confer on the day of the crisis after the child is sent to the crisis program. The crisis teacher may or may not continue with the work the child would have been doing in the regular classroom or she may prescribe some other technique of behavior management to the child's teacher. This program design requires a very close working relationship between the regular teacher and the crisis teacher.

ROLE AND FUNCTION OF THE CRISIS TEACHER

The crisis teacher must be able to work with many different children with many different problems. She must be skilled in many aspects of remediation for many of these children function academically below their intellectual potential and many of these children have a specific learning disability(ies); therefore she must be able to use many methods and materials of instruction. It is essential that the crisis teacher be skilled in understanding the dynamics of children in acute states of emotional disturbance. It is likewise essential that this teacher be skilled in the management and control techniques, life-span interviewing and long counseling techniques. The teacher must also be skilled in the classroom management of groups because she may be asked to take the regular teacher's classroom while that teacher works with the emotionally disturbed child. She must be able to communicate meaningfully with a large number of teachers in regard to the children they mutually serve. She must communicate with parents concerning their child; and his problems. The crisis teacher must have skills in dealing with community resources outside the school which may be involved with the children and parents for whom she is responsible. The advantages of the crisis teacher program are several.

1. This type of program tends to maintain the child's basic identification with the regular classroom.
2. This program does not allow for pathological group norms to become crystallized, as does the special classes for the emotionally disturbed.
3. The design form programming prevents hard-and-fast stereotyping of the child as being emotionally disturbed.
4. The expense and time of a formal diagnostic process may be avoided because children are served when they need help rather than when they are certified by a diagnostic team.
5. The possibility for the "ripple efect" is advantageous; i.e. when the special crisis teacher and the regular classroom teacher confer on a child who has partticipated in the crisis program, the probability is increased that the regular classroom teacher will gain insights into the dynamics of the individual child and group processes which she may apply to other children in her regular classroom.
6. The crisis teacher program design carries the probability that the special program will be integrated into the total educational services of the school, and thereby, tends to prevent "isolationism" of the special program.
7. The type of program tends to enhance general communication within the school because teachers, administrators and others have a built-in reason to communicate.

8. The kind of program raises the probability that the child's behavior will come to be viewed simply as a means of maintaining control and order.
9. It communicates our expectation to the child that we expect him to be able to maintain himself in the regular classroom.

The last statement will exclude the more severely emotionally disturbed children from this program design.

SPECIAL CLASSES FOR THE EMOTIONALLY DISTURBED

For certain pupils with chronic and deep-seated difficulties, it is necessary to provide a special class. The cooperation and assistance of the parents is vitally important to the progress of the child with this degree of emotional involvement; however, the contribution from the home may be minimal or even negative.

Special classes for the emotionally disturbed are usually limited in enrollment from about six to eight children (never more than ten) depending upon the nature and degree of the disorder, teacher's aide, and resources available to the teacher. A word of caution: There can be too few children as well as too many. Two are not enough. There should be an aide available at all times not only as a helper in daily routines but as a relief teacher who will remain with the children during the teacher's "coffee break," will remain with the children while the teacher attends conferences and staffings and will serve as "substitute" when the teacher is absent.

Some integration with regular classes may be maintained or later developed but frequently the separation must be complete. No child should be placed in a group for the emotionally disturbed with the idea that he will remain there indefinitely. The major goal is to help the child develop enough controls, etc. that he can return to the regular classroom and succeed there. Some students will be helped to return fairly rapidly; others may continue to be marginal and require special services for all of their school years and some will regress and eventually require a totally structured environment.

Physical Environment

The normal child can accept a stimulating classroom environment because of his ability to ignore, block out or adapt negatively to those things (noises, bright attracting colors, the movement of other people) in his classroom which are not essential to the task at hand (listening to directions, reading for information, calculating a math problem or standing in lunch line).

Cruickshank has said, "Usually the best classroom in your community for normal children is the worst classroom for brain-injured children." This may hold true for the emotionally disturbed child as well. Cruickshank would have the walls, floor, and furniture all the same color—to reduce stimulation. In thinking of classrooms for disturbed children, one must re-examine every aspect of the physical environment in the light of the special needs of these children. Some aspects of the room which have to be examined include size and shape, sound control, lighting, color, kind and arrangement of furniture, kind of storage facilities, use of wall space, location of equipment and supplies. The transparent windowpanes should be replaced by opaque glass, wooden doors should enclose all the shelves—otherwise there should be no instructional materials, games, equipment in sight of the child except those necessary for learning task immediately at hand. Wall-to-wall carpeting and soundproof ceilings are necessary.

The relation of the room to strategic school centers, such as the gymnasium, toilet, lunchroom, also deserves consideration. Planning will take into account the common needs of all children and the special needs of disturbed children. The philosophy of the program, the limits and possibilities in terms of the physical environment, the materials or finances available and the inqenuity of the teacher will all combine to mold the room and the program.

A. The classrooms are of standard size and located on the first floor in a regular elementary school.
B. They are ideally located near restroom facilities, principal's office and telephone.
C. Adequate storage space is provided for storing all equipment.
D. Teaching and therapy aids including punching bag and other gym equipment; work bench and tools, science equipment, record player, and sand table; puppets, art and craft materials, dolls and a doll house; remedial and supplementary high interest level readers; reading, arithmetic, and phonics workbooks; flash cards, counting frames, work builders, toy money, puzzles, and various teaching aids.
E. Space allowances should include opportunities for movement for the children while they are seated. Arms and legs need room to stretch and twist and shake. Seating arrangements should take into consideration the individual movement needs of these children.

At our present state of researched knowledge there are very few specific guidelines for the decor of the classroom.

We seem to go to extremes at the present time. The application of stimulus reduction to the classroom may be more a reflection of the teacher's rather than the e.d. child's need for structure.

However a structured learning environment can exist in a classroom with colored walls, bulletin boards and activity centers with stimulating displays. The structure is incorporated into the manner in which assignments are made and expected behavioral standards are engineered and maintained.

In addition room size, student desk arrangement, and provision for various activity centers may be of paramount importance. Again debate rages: Cruickshank says that it is important to reduce space (i.e. the size of the classroom –for 8 children a room 14 feet by 22 feet is adequate). The primary purpose is to further reduce the stimulus value of the classroom and thus to enhance the stimulus value of the task at hand. Secondly, smaller space permits the child to perceive the limitations of his environment more easily and to organize himself perceptually in relation to these limitations. For children under stress entering the classroom may be **equal to** our entering the fun house at Riverside.

Hewitt recommends classrooms of 1200 square feet of floor space for 10 e.d. children. He then has five specific activity areas for the children. Hewitt does not recommend the use of student desks but uses tables 2 x 4 feet with **only one** student at a table. This is highly recommended for the following reasons:

1. The e.d. child is separated from other students by virtue of the size of his desk and physical and verbal contact with others is more difficult to initiate.
2. The child is provided with a large surface on which to spread out materials and work.
3. The table permits the teacher to sit down next to the child at a respectful distance and work in a business like manner. (Some e.d. have an aversion to physical contact.)

Hewitt recommends 2 study booths for 9 or 10 children. Others recommend one for each child.

If you have student desks they should be arranged so that the students sit in a circle facing inward with the teacher in the center of the circle or outward with the teacher moving from child to child around the outer circle. There are a variety of designs for furniture placement. Desks with moving parts lend themselves as tools for disturbance.

An example of an extreme in controlled classroom stimulation follows:

In the beginning, the teacher has **no desk**. There are no science centers, reading corners, aquariums, etc. Some programs place each child in a separate study booth or corral.

Many e.d. children can not function in a group. There are times during the school day when the presence of other children need to interact with them becomes too stimulating or upsetting. There has to be a place to which this child may withdraw. Corrals and isolation areas have been used in programs for the disturbed.

When Billy entered the classroom for the e.d. his tolerance limits were so tenuous and fluctuating that he was unable to profit from the use of a corral. All furniture had to be removed except the teacher's desk and chair, the corral, the wastebasket and a table and chair for the curriculum writer. He was seated on the carpeted floor with no instructional tools. All lessons were verbal with the teacher seated on the floor across from Billy. Since Billy had experienced little academic success, a new approach to reading was initiated. The Early-to-Read program of the Initial Teaching Alphabet was chosen, in addition chart games, parquety and simple peg board designs were accomplished jointly by student and teacher.

Another child may be able to tolerate the presence of three other children painting at easels set off from the main group of the class while the close proximity of and grouping with eight or ten other children may prove to be too stimulating or frightening. Records and record player, cassett and tape recorder with earphones can be kept in the corral. A typewriter or viewmaster with a few, carefully selected slides might also serve the purpose of calming and absorbing a distraught child. A folder of directions, materials, and the necessary tools to complete the assignments for each child could be available at the teacher's desk or in the cubicle.

In contrast to Billy's needs there are some e.d. children who are characterized by more diffused mobility, it is valuable to seek acceptable movement and activities that are directed and limited, and constructively channeled. Music, dance and other forms of rhythmic activities are helpful to some children, other children cannot tolerate these activities and should not be asked (or compelled) to participate.

Genuine physical activities usually appropriate to the gymnasium should not be encountered in the classroom. They disorganize the children and make definition of the function of the classroom difficult. The need for gross movement activities suggests the need for a large open space within the classroom. This space can best be provided at special times during the day by rearrangement of movable furniture or equipment. Large open spaces when not in use can excite and incite the children to uncontrolled and inappropriate movement. They should be screened off from the regular academic work area by drapes, folding screens or movable partitions.

Some Suggestions for Beginning the Day

For most of our children the home represents an arena of painful experiences in which anxiety and anger mount and aggression or withdrawal is used as a defense. In either case, the price is loss of self-confidence as well as a loss of trust of all adults. Thus it is necessary to help the emotionally disturbed child to create an atmosphere of security **each and every** morning.

The first hour of the morning should be slow in tempo and calm in substance. Problems can be triggered from classroom structure, from inadequate planning for the day's activity, and from the instructional materials which lead to a high level of activity or emotional stimulation. The teacher reveals her respect for the children by providing the materials and structuring opportunities for activities which are fitted to the needs and interests of the children. The teacher must be available and active. Competitiveness should be avoided. This should be a time in which a child can be alone if he needs to be; can move freely if this is the child's need; can obtain food if no breakfast has been available at home; can find constructive release opportunities and can test wholesome social relationships. This kind of atmosphere helps children to move into the day's activities gradually and successfully.

The teacher is active in the following ways:

1. She observes carefully each child as he enters the room.
2. She uses this morning observation as a comparative basis for noting daily differences in clothing, tempo, mobility, physical well-being, etc.
3. She participates most actively during the first period by observing "inner movement" through non-verbal communication.
4. She gives each child some sign of welcome and continued interest.
5. She looks at each child individually to sense which children will need that little bit of extra support this day.
6. She is available to answer questions, mediate controversies.
7. She moves in temporarily to support a faltering group activity.
8. She listens to accounts of experiences from individual children.
9. She interests a child who is at "loose ends" in an activity.

EARLY MORNING PROJECTS

Early morning projects should be non-threatening and gratifying. They should not depend upon teacher direction. It may be possible to have an ongoing activity that is carried on only during the first period. The last period of the day can serve as a link with the first period of the next day.

Suggested activities for younger children:

1. Individual scrapbooks (these pupil-made scrapbooks may be no more than three or four pages.)
2. Personal story books, written and illustrated by the children.
3. Water painting on blackboard (mop should be available).
4. Surprise box (a large box, decorated, containing enough activities for the whole class.)
5. Listening to phonograph or radio (child may be able to assume responsibility for operation of machine.)
6. Writing on blackboard
7. Sorting materials (arithmetic chips for color, kinds of beans, kinds of beads, etc.)
8. Table blocks.
9. Small finger puppets (available at Museum of the City of New York 25 cents each.)
10. Dominoes
11. Trays of different materials.
    a. Two or three toy cars and a box for a garage.
    b. A little bathtub and small plastic doll and water (in limited amount) for bathing doll.
    c. Pieces of very small furniture.
    d. Science materials.
12. Easel painting.
13. Sewing and knitting. (horse reins, etc.)
14. Special art materials (felt pens, colored pencils)
15. Looking at magazines.
16. Puzzles
17. Housekeeping activities
    a. Watering plants.
    b. Straightening block shelf.
18. Stringing. (beads, cut-up straws, macaroni, buttons)
19. A shelf of special books available only during the first period. This supply of books should be changed periodically.

Suggested activities for older children:

Older children can be helped to a positive carryover from the previous day through helpful classroom discussion.

1. Special interests
    a. Scrapbooks
    b. Collections

2. Science materials and projects.
    a. Dry cells
    b. Magnets

c. Old clocks or radio to take apart and put together
d. Microscope

3. Knitting, weaving and sewing, particularly for girls.

4. Class projects.
   a. Class newspaper (use of typewriter)
   b. Writing letters.

5. Mailbox (for communication among children in class and teacher)

6. Small scale construction, e.g., models.

7. Listening to phonograph or radio, with child or children assuming responsibility for operation of machine.

8. Making articles for a younger class.
   a. Word Lotto game.
   b. Go Fish cards.

9. Special jobs for the teacher or for the class.

10. Sorting.
    a. Making picture files.
    b. Collecting xeroxed worksheets for the class.

11. Notes from the teacher or children on the bulletin board to the class or to individual children telling them about something special available that day or suggesting a particular activity.

12. Browsing through newspapers and magazines.

Suggested activities for individual children who pose special problems:

1. Finger painting.

2. Surprise bag for an individual child (two or three small toys).

3. Care of a doll.

4. Printing set.

5. Miniature slide viewer.

6. Easily assembled construction games such as "Mr. Potato Head."

7. Follow-the-dot books.

Some of the activities mentioned previously such as stringing, sorting, or using the phonograph for quiet records, prove soothing to distraught children.

ADDITIONAL GUIDELINES

1. **SEASONAL CHANGES SHOULD BE CONSIDERED.**

2. This is not a work period with floor blocks, woodworking, etc. Activities that require a long period of time and self-investment should be bypassed.

3. One cannot talk of meeting the needs of children in Junior Guidance Classes at the beginning of the day without planning for the availability of food at this time. Children who are hungry cannot turn their attention to the world around them except in anger. A tray of sandwiches saved from the previous day, a few boxes of dry cereal, some slices of bread and jelly or some cookies are signs of welcome which these children cannot mistake.

4. This is a time for children to renew their relationships in a structured, supportive set-up; to talk and play together; to exchange experiences and feelings.

5. At all times, opportunities for individual differences should be respected. One child may enter, sit down and not participate in many activities. A severely withdrawn, passive child requires as much observation as the active one. Whether he is accessible for some direction from the teacher, may vary from child to child and at different times with the same child. Doing "nothing" may be doing much.

Curriculum

In working with emotionally disturbed children the regular grade level curriculum is followed as much as possible—always with the realization, however, that variations and releases from this structure may be necessary for the individual child. It is imperative that the child be given opportunity for successful completion of a task and for achievement commensurate to his present functional level of ability. The teacher will recognize that this may frequently mean a retreating to academic teachings several years below the child's chronological age-grade level. We do

find that, once begun toward success, many of these pupils gain remarkably rapidly in the basic learning areas. All of this merely says that we do not have a definite curriculum design per se; our teachers structure their programs to the needs of the individual pupil, always remembering both the conflicts within the child and the importance of a school environment to the child.

For those children who exhibit learning disorders one of the many curriculums in this area can be followed.

The role of the teacher of the emotionally disturbed is first that of a teacher but the teaching must be within a milieu that permits the child to resolve to some degree some of his psychological problems, therefore, the teacher must choose the type of program she wishes to implement.

The national survey of Morese, Cutler, and Fink (1966), found seven basic program types emerging, Following is a brief chart of the programs indicating the emphases within these programs:

TYPE	GOAL	TEACHER'S ROLE	CLASSROOM ORIENTATION	STRUCTURE & CONTROL	DATA AVAILABLE
I. Psychiatric-Dynamic	Provide classes for the institutionalized and within public school. Intent – to return to regular class.	Acceptance of free expression	Individualized emphasis on activities, arts and crafts. Some academics	Loose	Psychiatric and clinical personnel data.
II. Psycho-educational	Provide therapeutic management. Ultimately return to regular class	Sensitive, empathic	Academics stressed	Moderate	Clinical and social work data
III. Psychological-Behavioral	Improve achievement through behavioral change and academic remediation.	Acceptance of extensive pupil-teacher verbal interaction	Academics and behavioral patterning	High structure moderate control.	Psychological testing
IV. Educational	Rehabilitation and return to regular class.	Kind, consistently, yet firm.	Academics music and rhythms	High structure and control	Special education and guidance data.
V. Naturalistic	Salvage value stressed but goal not clear-cut.	Patient, calm, sympathetic	Academics	Strong external controls. High structure.	Psychological testing. Medical work-ups available.
VI. Primitive	Assist acting out under-achievers	Firmness, excessive control	Academics	Strict control, Poor structure.	Psychological and educational testing.
VII. Chaotic	Serve the mal-adjusted. In effect, may be a "catch all."	Attempt therapeutic relationship thru permissive atmosphere.	Attempted academics (little progress due to frequent control of acting out behavior)	Little control, poor structure.	Psychological and educational testing.

Sources of Information

MATERIAL SOURCES

The following list of materials is only a suggestion for source materials for different approaches to a given task, e.g., drill, workbooks, teaching machines, recordings, directionally training and academic games. It is in no way a comprehensive list of materials available. Each teacher should survey the resources and make selections which apply to the needs of individuals in his class. Most companies publish materials for all curriculum levels. An increasing number of them design materials for special education or have materials that are easily adaptable to children who are emotionally handicapped.

For information the teacher may write to individual companies for a catalog and additional information.

Allyn and Bacon, Inc. Ralston Park Belmont, Calif. 94002	Multi-curricular (Social Studies)
Barnell-Loft LTD 111 South Centre Ave. Rockville Center, New York	A reading program for teaching specifics in reading skills. Topics covered: using the context, getting the facts, following directions, locating the answer, working with sounds. Levels 1-6
Behavioral Research Laboratories Box 577 Palo Alto, Calif.	Multi-curriculum with emphasis on programmed materials
Charles E. Merrill, Inc. 1300 Alum Creek Drive Columbus, Ohio 43216	Multi-curriculum test indg. publisher, material adaptable to classes for emotionally handicapped children.
Community Plaything, Inc. Rifton, New York 12471	Playground and classroom equipment useful in multi-sensory learning. Lower Elementary
Continental Press, Inc. 367 So. Pasadena Ave. Pasadena, Calif. 91105	Multi-curricular materials printed in duplicating sheet or workbook form. All grade levels, catalog for special education available
Cuisinaire Company of America, Inc. 9 Elm Ave. Mt. Vernon, New York	Mathematics (catalog available)
D.C. Health and Company 285 Columbus Ave. Boston, Mass. 02116	Multi-curricular with emphasis on programmed materials and arithmetic textbooks. (individualized programs)
Dick Blick P.O. Box 1267 Balisburg, Illinois 61401	Arts and crafts supplies
Doubleday & Company, Inc. 501 Franklin Ave. Garden City, New York 11530	Reading materials for remedial work, paper back novels of high interest-low skill available
Fearson Publishers 2165 Park Boulevard Palo Alto, Calif. 94306	Pace-Maker Story Books Pace-Maker Story Classics, Elementary grade level, Remedial reading High interest-low skill
Follett Publishing 1010 West Washington Blvd. Chicago, Illinois 60607	Social Studies for Slower Students, grades 7-12
Field Enterprises Educational Corp. Merchandise Mart Plaza Chicago, Illinois 60654	Psycho Teach Teaching machine, World Book Encyclopedia and Dictionary
Garrard Publishing Company Champaign, Illinois 61820	Publish all Dolch teaching aids. Much material available on remedial reading and supplementary teaching aids
Harcourt, Brace and World 1855 Rollins Road Burlingame, Calif. 94010	Standard tests available Multi-curricular (Reading & language)
Harper and Row, Publishers Pleasanton, Calif. 94566	Reading, has published the series of "I Can Read" books to supplement lower elementary reading and other remedial reading series
Harr Wahrer Publishing Co. 609 Mission Street San Francisco, Calif. 94105	Reading, high interest-low skill reading series that supplement basic readers in novel form, six series available. Multiple grade levels.
Holt, Rinehart & Winston Box 2334 Grand Central Station New York, New York 10017	Multi-curriculum
Houghton-Mifflin Company 777 California Ave. Palo Alto, Calif.	Multi-curriculum

Indiana Educational Systems, Inc. 3512 Rockville Road Indianapolis, Indiana 46222	EDL Controlled reading materials and tachistoscopic training materials
McGraw-Hill Book Company 8171 Redwood Highway Novato, Calif. 94947	Multi-curriculum in special education, emphasis is on reading. Programmed reading materials are published. Webster Classroom Reading Clinic is kit including all tools necessary to deal with wide range of reading difficulties; materials included in kit can be purchased separately: Conquests in Reading. The Magic World of Dr. Spello includes exercises for children weak in basic reading and spelling skills. Every-readers-supplementary classics adapted to lower reading levels, teacher manual included
Milton-Bradley Utah Idaho Supply Company 155 South State Street Salt Lake City, Utah 84111	Teaching aids and games
Noble and Noble, Publishers 750 Third Avenue New York, New York 10017	Multi-curriculum
Prentice-Hall, Inc. Educational Book Division Englewood Cliffs, New Jersey	Multi-curriculum (Reading)
Rand-McNally & Co. Box 7600 Chicago, Illinois 60680	Multi-grade level books designed for reluctant reader
Reader's Digest Educational Division Reader's Digest Division Pleasantville, New York 10570	Supplementary Reading Books. Published with series for grades 1-8. Books do not have grade level printed on them. Lower grade books can be used for remedial upper grade students
Scott-Foresman Company 855 California Ave. Palo Alto, Calif. 94304	Multi-curriculum Open Highways programs for grades 4, 5, 6. Reading program for underachievers.

RECOMMENDED SOURCES OF EQUIPMENT AND SUPPLIES

Childcraft Equipment Company, Inc.
155 East 23rd Street
New York, New York

Creative Playthings, Inc.
Princeton, New Jersey 08540

Milton Bradley Company
43 Cross Street
Springfield, Massachusetts

Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

Bowmar
622 Rodier Drive
Glendale, California
(Manipulative books and easy large print appropriate for Trainable Mentally Retarded)

Bell & Howell
Audio Visual Products Division
7100 McCormick Road
Chicago, Illinois 60645

Developmental Learning Materials
3505 N. Ashland Avenue
Chicago, Illinois 60657

The John Day Company
257 Park Avenue, South
New York, New York 10010
(Publish teacher and pupil materials for handicapped children)

Mafex Associates, Inc.
111 Barron Avenue
Johnstown, Pennsylvania 15906
(Curriculum materials for exceptional students and educators)

Teaching Resources Corporation
100 Boylston Street
Boston, Massachusetts 02116
(Programs for early childhood and special education)

Webster Publishing Company, Inc.
School and Library Department
850 Third Avenue
New York, New York 10022
(Adventures in discovery program – shapes, sizes, colors, numbers, sounds, etc.)

American Guidance Service, Inc.
Publishers Building
Circle Pines, Minnesota 55014

Singer Education and Training Products
SSVE Society for Visual Education, Inc.
1345 Diversay Parkway
Chicago, Illinois
(Filmstrips, cassettes, study prints, multi-media kits, etc.)

RECOMMENDED SOURCES FOR RECORDS

Folkways Scholastic Records
906 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Children's Music Center
Pico Boulevard
Los Angeles, California 90019
(Catalogue – best records, books, rhythm instruments for exceptional children)

NATIONAL SOURCES OF INFORMATION

Before undertaking independent study or action the field of mental health or in some specialized field related to mental health, it will be helpful to write for a publication list from the appropriate organizations. Publications issued may include books of either technical or general interest, bibliographies, and free or low-cost pamphlets.

National Association for Mental Health, Inc.
10 Columbus Circle,
New York, New York

Offers materials on mental illness, mental hospitals, problems of children and adolescents, preparation for marriage, aging, and community action. The same materials are usually available also from state and local mental health associations.

National Institute of Mental Health
Bethesda, Maryland

Offers general mental health information and publications on alcoholism, mental health of children, community mental health, drugs, hospitals and institutions, mental health legislation. NIMH program activities, and psychiatry and rehabilitation. Other publications on similar subjects may be available from your state's mental health authority.

Mental Health Materials Center, Inc.
104 East 25th Street
New York, New York

Handles publications on mental health, family life, and human relations issued by the American Psychiatric Association, the American Public Health Association, the Child Study Association of America, the Group for the Advancement of Psychiatry, and the National Council on the Aging.

Department of Health, Education, and Welfare
Washington, D.C.

Children's Bureau offers publications on child care, handicapped children, gifted children, unprotected adoption, retardation, and delinquency. Special Staff on Aging offers annotated bibliography and other materials on aging. Vocational Rehabilitation Administration offers information on rehabilitation services for physically and mentally disabled persons.

Association for Family Living
32 West Randolph Street
Chicago, Illinois

Offers pamphlet list on subjects related to child care, adolescence, sex education, and courtship and marriage. List includes publishers' names and addresses for pamphlets issued by organizations other than the association itself.

Family Service Association of America
44 East 23rd Street
New York, New York

Although many of its publications are of professional interest only, some have general interest for students of child development and family living.

The American Institute of Family Relations
5287 Sunset Boulevard
Los Angeles, California

Offers list of publications issued by the Institute on preparation for marriage and family life.

American Society of Criminology
c/o Mr. Donald E. J. MacNamara
New York Institute of Criminology
115-117 West 42nd Street
New York, New York

Offers bibliographical materials on criminal psychopathology, narcotics addiction, alcoholism, juvenile delinquency, and other subjects of related interest in the field of criminology.

National Council on Crime and Delinquency
44 East 23rd Street
New York, New York

Offers a reading list on delinquency and crime; publications range over child welfare, adolescence, sociology, and mental illness.

The USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth offers a question/answer service at no charge within Indiana, Ohio and Michigan. When requesting information from this center, specify:

1) Type of material desired
2) Level
3) Disability area
4) Curricular area

This as a valuable resource aid for teachers. Questions and other inquiries about question/answer service should be sent to:

USOE
213 Erickson Hall
Michigan State University
East Lansing, Michigan 48823

The Council for Exceptional Children Information Center

This is a comprehensive source of information on research, instructional material, programs, administration, teacher education, methods, curriculum, etc. for the field of special education. Specify the type of material desired and you will receive a bibliography of abstracts that represents the Center's complete holdings on the topic. Address request to:

ERIC Document Reproduction Service
National Cash Register Company
4936 Fairmond Avenue
Bethesda, Maryland 20014

Superintendent of Documents

There are approximately 25,000 different publications currently available for sale by the Superintendent of Documents. To obtain a listing of available government publications in the area of your particular interest, request a "listing of publications." This listing is free. These publications include curriculum guides, programs developed in specific areas of instruction, methods, etc. They include quality publications of practical use to the classroom teacher. Some are free of charge. Others require minimal payment to cover the cost of production. Address requests to:

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

STATE SOURCES OF INFORMATION

Indiana Department of Mental Health
Division on Mental Retardation
1315 West 10th Street
Indianapolis, Indiana

Indiana State Department of Education
Division of Special Education
401 State House
Indianapolis, Indiana

LOCAL INSTRUCTIONAL MATERIAL CENTERS IN INDIANA

Instructional Materials Center
Office of State Supt. of Public Instruction
Division of Special Education
7725 North College Avenue
Indianapolis, Indiana 46240
(Publisher Catalog)

All items listed in this publication may be obtained on loan for two to three weeks duration.

Location of Center	Type of Service
Director Education Materials Center School of Education Indiana University Bloomington, Indiana 47401	Reference: also inter-library loan in nearby areas
College of Education Butler University 46th and Sunset Indianapolis, Indiana	Reference: also inter-library loan in nearby areas
Teachers' Library 120 East Walnut Street Indianapolis, Indiana 46204	Reference only
Librarian Curriculum Laboratory Ball State University Muncie, Indiana 47306	Reference only
Order Librarian Indiana State University Terre Haute, Indiana 47809	Reference: also inter-library loan in nearby areas

STATE RESOURCES

Indiana University
Special Education Department
Bloomington, Indiana 47400

Ball State University
Special Education Department
Muncie, Indiana 47306

Indiana State University
R. B. Porter Clinic
Terre Haute, Indiana 47809

Children's Unit
Central State Hospital
Indianapolis, Indiana 46222

School Administration
Evansville Children's Hospital
Evansville, Indiana 47702

Hammond Schools (Conference Teacher Program)
5935 Hohman Avenue
Hammond, Indiana

Indianapolis Public Schools
120 East Walnut
Indianapolis, Indiana 46204

Children's Service
LaRue Carter Hospital
1315 West 10th Street
Indianapolis, Indiana

Education Department
Richmond State Hospital
701 College Avenue
Richmond, Indiana 47375

Special Education Director
Gary Schools
Gary, Indiana

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Ibid., pp. 105ff.

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